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This proposal to use nonprofessional aides in school and afterschool programs in Newark, N.J., delineates five program objectives: (1) to develop the two new positions of nonprofessional teacher aide and assistant teacher; (2) to develop, in cooperation with Newark State College and Montclair State College, training programs to move nonprofessionals toward certificated service in the schools; (3) to give teachers more time for research and study of techniques by providing the assistance of trained nonprofessional aides; (4) to stimulate school-community relations by using nonprofessionals as a link between school and community; and (5) to establish field-based clinical professors from the two state colleges as advisors, especially in regard to training the nonprofessional. Also described are the program's goals and the means for achieving those goals, the mechanics and phasing of the proposed program, recruitment and selection procedures to be used in obtaining aides, the training to be given aides, the role of the assistant teacher, the concentration on language development, the program evaluation to be conducted, and staff responsibilities. In the conclusion, it is stated that the proposed program offers particular advantages for teaching disadvantaged children but, nevertheless, is "applicable to all children." (SG)

A PROPOSAL FROM THE NEWARK BOARD OF EDUCATION

TO THE FORD FOUNDATION

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Presented at Conference on

"TRAINING THE NON-PROFESSIONAL"

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A PROPOSAL FROM THE NEWARK BOARD OF EDUCATION

TO THE FORD FOUNDATION

July 1966

Program objectives:

1) Develop two new positions and career lines in the schools for non-professional Teacher Aides and Assistant Teachers, the latter to be involved in instructional tasks.

2) Develop, in cooperation with Newark State College and Montclair State College, career training programs that enable non-professionals to move toward certificated service in the schools.

3) Furnish classroom assistance to teachers through the use of the trained non-professionals, thus enabling the teachers to experiment with new teaching approaches and techniques based on utilizing the strengths of disadvantaged youngsters.

4) Stimulate the development of community schools by using the non-professionals as strategic linking agents between the schools and the community.

5) Establish field based Clinical Professors attached to Newark State College and Montclair State College, whose function is to bring into closer unity, teacher training programs and current field experiences. These Clinical Professors will supervise and develop the career training programs noted in the second objective above.

Goals

For the Boys and Girls of Newark

The overall goal is the realization of an exemplary program of quality education.

For New Careers

A major objective of the Program is to explore and develop new jobs and careers for non-professionals in the schools. Beginning with the position of (Teacher) Aide the non-professional can, through systematic on-the-job training and participation in the Career Training Program, become an Assistant Teacher with distinct instructional responsibility. Through the Career Training Program (which includes regular, on-campus courses), the non-professional can continue to ultimately become a fully certified teacher.

For Teachers - The proposed Program is directed toward meeting the felt needs of teachers. It is believed that teachers want smaller classes, new materials and methods to aid them in teaching, more flexible administrative procedures, a voice in decisions that affect them, some release time during the day to do something other than direct teaching, a reduction of discipline problems, a greater feeling of importance or respect and increased salaries.*

The Program is intended to meet these objectives to varying degrees. It attempts to provide non-professional assistance for teachers in the classroom; it introduces new methods for teaching the children; it encourages the participation of teachers with regard for the use of the new manpower and the new techniques; it endeavors to build morale through the development of groups and teams; it does not impose new methods on the teachers but rather stimulates them to select and develop methods appropriate to their styles and interests. In other words, the Program builds on the teachers' experience, uses their latent knowledge, and aims to make the day more interesting by introducing a change of pace through new methods and release time. It leaves entirely to the individual teachers the decision as to whether they will select non-professional Aides to be used in their own classes. It endeavors, through the use of added personnel to meet the discipline problems within the classroom, in the lunch period, on the playground, and in the corridors. It offers payment to the teachers for extra work that is involved. By introducing new personnel, it reduces teacher-student ratio. It brings new importance to the teacher by centering on him as the significant change agent. And it also places somebody below the teacher in the school hierarchy.

For Pupils - The plan endeavors to help the student by building on his positives and expanding them. It aims to do this by assisting the teachers to develop and utilize approaches especially suited to the styles and strengths of disadvantaged youngsters but applicable to all youngsters. The Plan, in essence, endeavors to overcome the difficulties in the student's learning by concentrating on his positives. It hopes to build bridges from his strengths that will enable him to overcome deficits especially in reading and the language arts.

The approach is directed toward convincing the disadvantaged student that he can learn and become educated without necessarily becoming a middle class stereotype--that he can retain his own identity. The keynote of the plan is the following quotation from Ralph Ellison: "If you can show me how I can cling to that which is real to me, while teaching me a way into a larger society, than I will not only drop my defenses and my hostility, but I will sing your praises and I will help you to make the desert bear fruit."

The Program is not only concerned with the improvement of reading and specific skills. It is equally concerned with winning the disadvantaged youngster to learning - having him learn how to learn and aiding him to recognize the value and power of learning - to see that learning can be fun and an important tool in all areas of life. It is believed that this is crucial in order to prevent the typical "fall-back" which occurs in youngsters after they leave special programs. In other words, the aim is to build into the

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*The National Teacher's Association has been involved in the present Project (see attached letter).

youngster a learning power which may enable him to survive even in a difficult learning environment. Another goal is to teach the student know-how about the school and the society. A major detriment to the functioning of the disadvantaged youngster is his lack of information and "savvy" about the system--for example, learning how to take tests, how to study, how to make outlines, how to answer questions, etc. Finally, an effort will be made to build group feeling and morale among the youngsters in the school.

Additional Goals

Develop "Master" Teachers - A powerful effort will be made to develop a cadre of "master" teachers (called Project Teachers) who will ultimately be responsible for expending the Program, and applying it in other parts of the country. In other words, to some extent, an effort will be directed toward establishing a training laboratory where teachers are developed because there is a great need for the multiplying of cadre.

Involve Parents and Community - Every effort will be made to involve parents and to develop the community school concept. The utilization of non-professionals drawn from the community should have a powerful effect on the image and climate of the school. Members of the community should come to see the school as a central place where all kinds of community issues can be discussed, where community groups can meet, etc. Parents will also be urged to encourage the students to participate in the after school programs. Suggestions from the parents will be encouraged. The aim is to unite the parents in a cooperative team with the school.

Aid Administration - An effort will be made to develop flexible attitudes and practices on the part of the administration - particularly with regard to "letting in" the participation of teachers.

Explore New Approaches - The Program aims to provide a testing ground for exploring new techniques approaches, especially in the language arts.

Stimulate Employment of Neighborhood Residents - The Program aims to provide employment for redidents of the area and to assist in their growth through meaningful jobs and careers.

Establish a Career Training Program (supervised by a field-based Clinical Professor) that will provide the high school equivalency and collegiate courses and practice teaching required to bring non-professionals up to certification for service in the schools.

Means

(1) The Seminar - Small group seminars of teachers will be organized to discuss new methods of teaching and ways of effectively utilizing non-professionals. These seminars will introduce information from outside experts, encourage the development of team feeling among the teachers, stimulate participation and exchange of information and build on the teacher's experience and know-how. Seminars will be provided through release time

during the day and through payment for participation in one after-school session per week.* Teachers will be able to volunteer for the seminar and the remainder of the program; they will not be required to participate, the decision will be entirely up to them.

(2) The Use of Non-professionals - Non-professional Teacher Aides will be supplied upon request to each teacher; that is, every teacher will be permitted to utilize one non-professional assistant throughout most of the day, including lunch hour, breaks between classes, and in the morning before classes begin. Non-professionals will also be used to extend school time in an intensive after-school program from 3:30 P.M. to 5:30 P.M., and in a special summer program.

(3) New Methods - New approaches deemed particularly effective in teaching disadvantaged youngsters will be introduced and carefully discussed in the Seminars. The teacher will be encouraged to experiment with those approaches that seem most relevant to him, i.e., appropriate for his style, skill and interest. He will be given support and supervision in doing this, both through the weekly group seminar and through visits to the classroom by Project Teachers who will offer assistance upon request. Specialists from all over the nation will be invited to discuss new approaches in the after-school seminars. These new methods will be geared to utilizing the strengths and styles of disadvantaged populations. (See attached "It's Time For a Moon-Shot in Education" for some illustrations, e.g. The Dialect Game, The Hiptionary, The Helper Principle, Role Playing). Special attention will be given in the early phase of the Program to the development of language skills. The Woolman approach to reading improvement may be stressed because it allows for the use of non-professionals in its administration. However, the other new methods, such as Words and Color will be utilized because it has been discovered that different approaches fit different students' needs and styles. From time to time, new methods and approaches may be introduced on an experimental basis, and the research staff will attempt to assess their value.

(4) Extending School Time - A major After-School program as well as a Summer School program is to be established and supervised by the Project Teachers. This program will include specific tutoring in reading, small student group meetings led by the Aides, and visits with parents by the Aides. Artists will also be introduced in this time period.

(5) The Project Teacher and the Project Teacher Intern - the P.T.I. will be utilized, not only as an assistant to the Project Teacher, but also to learn the Project Teacher's role, in order to move into the latter's position as the program phases develop. That is, in the first two schools to be utilized, the Intern will work alongside the Project Teacher in order to prepare to become a Project Teacher in the next four schools in which the Program is to be introduced in year Two.

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*It is understood that Aides working with classes will always be under the direct supervision of accredited teaching personnel.

The Project Teachers will conduct the seminars provided through release time for teachers and will visit each class that is utilizing non-professionals at least once per week to observe the teacher's problems, and to assist upon request. They also will be involved in supervising the after-school program and the summer program.

(6) The Clinical Professor - Clinical professorships will be established in various colleges and universities in New Jersey (beginning at Newark State College and Montclair State College). These Clinical Professors will be responsible for linking in to the colleges the career training programs that will enable non-professional Aides to move toward certificated service in the schools. The Clinical Professors will also be concerned with relating the teacher training programs of their colleges to the experience encountered in the Demonstration.

(7) Parents Involvement - The parents will be involved through group and community meetings and through individual visits by the non-professional Aides who will attempt to play a significant role in bridging the gap between the parents and the schools. The Aides will function as two-way communicators, interpreting the parents to the school and the school to the parents. They will not try to impose the wishes and beliefs of the school on the parents.

(8) Administratives Seminars - Two or three special seminars will be held for administrators and non-teaching personnel (guidance counselors, social workers, etc.)* prior to the beginning of the Program and during the Program itself in order to thoroughly involve them in every phase of the Plan and to enlist their suggestions, advice, and criticisms.

(9) Research - Research evaluation to be provided by Scientific Resources, Inc. will not only attempt to evaluate and assess every aspect of the Program, but will also assist in the development of the Program by providing immediate feedback as various elements are introduced, that is, assist in changing and modeling the program in relation to information obtained via research technology.

(10) Space - New approaches to the use of space and design in the school will have to be considered, particularly because of the added personnel. It is suggested that Dr. Carl Linn, a Psychologist-Architect, be introduced as a consultant to assist in this problem.

(11) Involving Students - Efforts will be made to involve students, particularly in the 7th and 8th grades in various areas of decision making. These will be clearly designated so that students do not believe they have power where they do not. But, where possible, students will be asked to participate in certain decisions relating to the classroom, extra school time, etc.

(12) Saturday Volunteer Tutoring Program - It may be possible to establish a program on Saturdays to focus on the development of reading skills. Volunteer Tutors from the general area, as well as parents from the specific neighborhood, would be involved in the program. Two of the Aides (and one supervisory person) might be involved in stimulating the development and organization of this program, coordinating it with the overall Program, assisting in recruiting of students who need help in reading, etc. A non-professional could play a significant liaison role relating the volunteer program to the after-school

*Non-professional Aides may be utilized in various ways to assist non-teaching personnel.

program and to the classroom teacher. He could encourage students to participate in this program, check on their attendance and their progress.

Mechanics and Phasing - It is suggested that the plan be phased in the following manner:

In the first phase (approximately 2 months) the recruitment, selection, and pre-job training of the non-professional staff by Scientific Resources, Inc. will take place. The teachers will be acquainted with the general plan and will be given the opportunity to select non-professional aides. The teachers will meet in special seminars conducted by Dr. Riessman to discuss ways of utilizing non-professional assistance. Teachers who wish to participate as supervisors in the after-school program, in which they are to be paid, will be invited to apply. In addition, community meetings involving the parents will be called to discuss the general idea of the proposal and to invite suggestions from the parents. Aides will assist in holding these discussions with the community.

The Project Director will work closely with the principal of the school and with the assistant superintendent and will be able to report directly to the Superintendent of Schools. At the end of the Demonstration, the Project Director may phase into a new position equivalent to an assistant superintendent with responsibility for continuing the institutionalization of the Program. Although he will have direct authority over Project personnel such as Aides and Project Teachers, he will share responsibility with the principal regarding the classroom teacher's supervision of the Aides. The principal will have the responsibility of presenting the Project Director to the parents, teachers, and the community.

On the assumption of approximately 1,700 youngsters and 40 teachers, it is proposed that 20 non-professional Aides be employed in the school. This allows for the possibility that 50% of the teachers may wish to select Aides. However, if this does not occur, the Aides who are not selected by specific teachers will concentrate in the after-school program, working with youngsters from the classes of teachers where no Aide was chosen. The remainder of the presentation, however, will be based on the assumption that 20 teachers will select Aides and thus the plan is designed for 20 Aides and 20 teachers. In the second year the plan will be phased into one additional school. In the third year another new school will be added for a total of three schools.*

In the basic plan the following will be operative: 20 Aides working an 11-month year for a 40-hour week would work (and be trained) from 8:30 in the morning until 5:30 in the afternoon, with one hour for lunch. Aides will be attached until 2 p.m. to teachers who will be responsible for utilizing them in performing a variety of tasks listed below. The Project Teachers will function to coordinate the program and to hold seminar discussions with the teachers.

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*The Project Teacher Interns in the first phase will be prime candidates for the Project Teacher position in the second phase, etc.

During one afternoon per week there will be a two-hour seminar session in which the twenty teachers are divided into groups of eight or ten apiece. These seminar groups will be conducted by Dr. Riessman and the staff of Scientific Resources, Inc. Participation in the seminars is required in order to participate in the Program. Teachers, however, will be paid at the rate of approximately $10.00 per hour for this participation, totaling $80.00 per month or $800 per year. The other seminar led by the Project Teachers during release time made available through the use of non-professional Aides will be devoted to ways of using non-professionals and will consider problems that are arising in the classroom. The after-school seminars will be devoted more to discussion of new teaching approaches and how they can be adapted to the style and needs of the particular teacher in relation to the problems he encounters.

In the pre-job phase, before the actual plan begins, Scientific Resources, Inc. and Dr. Riessman will have major responsibility for the recruitment and selection and pre-job training of the non-professionals and the general orientation of the teachers, the parents, and the community.

In the first 2-3 months, after the Program actually begins, the Project Teacher and the Intern (under the supervision of Scientific Resources, Inc.) will be involved in intensive work with the Aides who will be on the job for one-half of the day and who meet with the Project Teacher for the remainder of the day to discuss on-the-job problems. After this period, the Project Teacher will be meeting with the Aides in groups of ten from 2 p.m. to 3:30 p.m. every day to discuss on-the-job problems and introduce further in-service training.

During the period from 8:30 A.M. to 2:00 P.M., the Aides will be working with individual teachers in their classes. Tasks performed (see list below) may include keeping attendance records, organizing the group for and operating a 16mm projector, helping to supervise during lunch hour, helping with wraps, etc. A teacher may also assign an Aide to visit a parent during the school day. The period from 3:30 P.M. to 5:30 P.M. will consist of an intensive after-school program where Aides work with youngsters in groups of two for more tutorial help and in groups of five for broader discussions about school, etc. A number of the Aides may be utilized in the afternoon period to visit homes to talk with parents and youngsters individually, or take youngsters on trips. In addition to the Project Teacher and the Interns, at least three regular teachers will be employed to supervise the Aides during this after-session period. These teachers will be paid approximately $10.00 per hour. It will be recalled that youngsters are to be admitted to these after-school classes on a selective basis, depending upon whether they are receiving non-professional assistance in their classroom during the day; that is, pupils who do not have this special assistance will be given preference for admission to the tutoring classes in the afternoon. The purpose of this afternoon program will be thoroughly explained to parents and they will be asked to encourage their youngsters to attend. It is estimated that from 300-500 students per semester could be accomodated in this after-school program. If more desire it, they will be given preference in the second semester of the program. (This is to be adjusted in relation to need.) The after-school program is intended to be a very lively one in which artists, dancers, specialists, business men, etc. would be invited to participate with the youngsters.

It is proposed that a special summer program be conducted by the Aides supervised by the Project Teachers. Since the Aides would have a month's vacation, each of the month-long sessions could have available ten Aides plus one Project Teacher and one Intern. In addition, artists would be invited from all over to participate and to encourage the development of talent and feeling for the arts on the part of the youngsters in the area. It is believed that each of these two summer sessions could accomodate at least 300 youngsters for a total of 600 youngsters. Various activities will be planned for the summer period stressing learning through recreation, games, films, dance, etc. People developing innovative programs might be invited to test out some of their approaches in the summer period. They would, of course, be expected to supervise these aspects of the program. Thus, the use of dance as a method of developing language as used by Claire Schmais might be introduced; Arthur Pearl's emphasis on learning built around recreational tasks (learning long division through figuring batting percentages) -- might be explored. Some of the developments introduced in the New Haven Summer Program might be applied. Hiptionaries might be used on a much wider scale as a way of stimulating language. Intensive reading programs might be introduced and administered by their advocates or in the case of the Woolman technique, by the use of non-professionals thus enabling the Aides to play a major role. The Summer period would be rather a free, experimental, exciting period in which the youngsters are exposed, not only to some of the most advanced experiments taking place in the field, but to an emphasis on art and enjoyable learning.

Recruitment and Selection - It is proposed that Aide candidates be required to have a high school degree, or equivalent, or be judged by the Scientific Resources, Inc. selection team to be capable of performing the relevant non-professional tasks.* The average salary in the first year, which has a large training component, would be $4,000. The candidates will be recruited from people living in the neighborhood or living in nearby low income areas (preferably not members of the school's Parent Association). Every effort will be made to recruit a group that contained approximately 50% males and 50% females. References will be required for all the candidates. Applicants will be divided in groups of approximately ten each, and Scientific Resources, Inc. will conduct group interviews aimed at narrowing down the number of candidates. The selection process will attempt to assess the trainability of the applicants, their motivation, their ability to work both with the people in the neighborhood and with professional teachers and supervisors. The selection process will be modeled after the design developed at Lincoln Hospital Neighborhood Health Service Program (see attached). An effort will be made to select candidates who evidence interest and potential in the language arts. Two questions to be given particular attention in the selection process are: Can the candidate accept his "own people" and neighborhood, or will he come to reject these rapidly as he is involved in a professional framework? Can the candidate get along within a highly structured framework that is fundamentally directed by professionals? (Will he be able to adjust to the specific requirements of this school situation?)

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*It is proposed that the positions of Teacher Aide require a high school diploma, but that the Aide be allowed three years to obtain same.

In the recruitment and selection phases, the candidate will be informed about the nature of the following specific tasks involved in the job of Aide:

Technological

Organize groups for, and operate, educational television
Operate and set up 16mm projector
Coordinate film and tape service
Make overhead transparencies
Operate Overhead Projector
Operate Filmstrip Projector
Operate tape recorder
Operate record player
Set up head sets for tape recorder or record player

Monitorial

Helping with the supervision of field trips
Helping with the supervision of lunch periods
Helping supervise bus loading
Supervise late bus children
Help with wraps
Help with playground activities
Organize children to change locations
Supervise children at assembly programs

Clerical

Attendance records
Lunch reports
Note taking for your team staff meetings
Bulletin board displays
Assist nurses in maintaining health records
Score objective tests
Process chart making
File and catalogue materials
Insure proper ventilation
Insure proper lighting
Supervise pupils in certain housekeeping chores
Prepare room for next day's instruction

General

Check daily on the health of pupils
Make arrangements for parent-teacher conferences
Contribute school-community cooperation
Attend team meetings, total staff meetings, and P.T.A. meetings

Training - The pre-job period will provide training in a sampling of these tasks listed above. In addition, many of the functions will be learned on the job itself and through special in-service training. Training will also be oriented toward clarifying the structure and rules of the school. In the pre-job phase, Aides will visit and observe various classrooms, learn about the services available at the school, and the agencies in the community that relate to the school. Training will include discussions about the community and the parents. The goals and significance of the Program will be elaborated and the Aide's opinions will be invited and encouraged. The specific problems discussed above, e.g. the relationship to the authorities in the school and to the people in the community will be aired in this period. Every effort will be made to make it clear that the Aides are expected not to reject their "own people" but rather to continue and develop their community ties.

The approach that will guide the training program is discussed in the Linclon Hospital Neighborhood Service Program Reports (see attached). Chapter X of New Careers for the Poor discusses some of the methodology to be employed -- the emphasis on learning through doing, on-the-job training, role playing, simulated exercises, utilizing the style of the learner, being extremely explicit, developing concepts from concrete examples, etc.

Because it is unlikely that each of the Aides will be able to learn how to perform all of the tasks listed above, an effort will be made to assess which tasks a particular Aide would most readily learn and he will be assigned to a teacher who is most interested in having these tasks performed. Thus, much of the learning will take place on the job, particularly in the first months in which the Aide works with the teacher for one half day and then meets with his group and the Project Teacher for the remainder of the day. In this last half of the day, specific effort will be directed toward improving the learning of the Aide in the various tasks where the teacher desires assistance. All Aides, however, will be taught certain basic tasks, such as: keeping attendance records, operating projectors, record players, tape recorders, and taking youngsters on field trips, etc. All Aides will be given instruction in child growth and development.

Aides will be invited to participate in the Career Training Program led by the Clinical Professor. Aides who participate in this Program will be able to take 9-15 credits per semester while on the job (most of these courses will be field based). One (or two) on-campus courses can be taken during each of the regular semesters in the evenings, but most of these college based courses will be taken during the summer sessions when the Aides will be able to attend classes full-time. It will thus be possible for the career oriented non-professionals to obtain emergency and provisional certification while working full time. Graduation from college and full certification can also be achieved in this manner.*

*The experience and in-service training of the non-professionals can be utilized toward course credit requirements at Fairleigh Dickinson University (and in the second and third years of the Demonstration at other colleges in the state), thus enabling the non-professional to establish eligibility to obtain the emergency teaching certificate (requiring 90 semester hours including 12 in education courses). The model for the translation of field experience and training into college credits has been developed at Fairleigh Dickinson University in its Nursery Education Program. The Project will make provision for flexible time arrangements so that non-professionals can attend on-campus classes. Scholarships and financial stipends will be sought from the colleges involved and from N.J. foundations, such as the Victoria Foundation. The Aides who accept these scholarships will commit themselves to at least 2 yrs. of future teaching in Newark.

The Assistant Teacher

Aides participating in the Career Training Program will have the opportunity, after the first year, of becoming Assistant Teachers-in-training. In order to become full-fledged Assistant Teachers, they will have to complete 60 college semester hours, including 12 in education courses. These courses can, of course, be completed in the Career Training Program. If they participate in this Program, their in-service training will be patterned toward enabling them to utilize various relevant learning materials (e.g. games)* in working with pupils, thus enabling them to function smoothly as assistant to the teacher. (The teachers will consider in their seminars ways of utilizing these materials and approaches.) The Assistant Teachers-in-training will also be trained in how to utilize some of the new reading improvement techniques such as Woolman's Progressive Accelerated Method (which can be administered by non-professionals) and Douglas Ellson's materials developed at Indiana University.

The following tasks are involved in the position of Assistant Teacher:**

Reading
Tutoring the individual child
Conducting small groups (drill, etc.)
Assisting during library period
Assisting with any programed learning which is utilized
Assisting with the direction of independent study
Assisting with such lessons as art, music, physical education, arithmetic, reading, science, health, social studies, etc.

The on-the-job training and the in-service training that is not directed toward college credit will be provided by the Project Teachers and (P.T.I.'s). The in-service courses, to be applied toward college credit and upgrading, will be under the direction of the Clinical Professor.

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*Dr. Lawrence Gotkin and Dr. Clark Apt are developing materials that might be applied in this fashion.

**Permission is being obtained from the State Department of Education to use Aides for instructional tasks, who are supervised by accredited teachers, on an experimental basis.

Concentration on Language Development - In order to insure that the Demonstration does not diffuse its efforts, there will be a major concentration, particularly in the first phase of the program, on Reading and the Language Arts. All features of the program will "key" on these areas. Thus role playing will emphasize acting out words. Games selected (e.g. the hip word game) will be related to the development of language. New approaches to the development of English as a second language will be accented. The new Bank Street urban oriented readers will be employed. The use of dance as a technique for the development of learning will stress the development of language concepts. A battery of the new reading improvement techniques will be introduced, such as Woolman's Method, the ITA, Words in Color. Jensen's techniques for developing verbal mediators in problem solving will be experimented with. Prizes will be offered for class improvement in reading and language skills. The extra school and summer programs will concentrate on tutoring reading and language development. Films of teachers who effectively teach language and reading may be utilized. Parents will be informed of this overall emphasis and asked to encourage it at every point.

Evaluation - The research staff of Scientific Resources, Inc. will carefully evaluate all phases of the program - the after-school program, the summer program, the use of non-professional Aides, the modified teacher techniques, the development of Interns and most important of all, the degree of improvement in reading and language arts. In addition, there will be an attempt to assess the degrees to which youngsters are "won to learning"; that is, how many of them begin to learn how to learn, become involved in the learning process. We do not mean to substitute this area of assessment for actual improvement in achievement -- the two will be evaluated simultaneously. Parents' attitudes and behavior will also be measured and attempts will be made to measure teaching performance as well as teacher attitude.

Staff Responsibilities

The Director of the program will be responsible for overall administrative matters, the general supervision and development of the program. The Director will be basically concerned with relations to the school administration and he will play a major role in presenting the proposals to the teaching staff, administration and community. He will be responsible for relations to the City and the State and for grant applications for funds.

The Project Teacher will, under the supervision of Scientific Resources, Inc., be responsible for the non-professionals' on-the-job training. The Project Teachers will visit each class in which an Aide is placed once per week. The Project Teachers have responsibility for the after-school program and the summer program and for the orientation of the participating teachers. They will also be concerned with training the Interns. The Intern will do all of the above under the supervision of the Project Teacher.

The Clinical Professor will be responsible for the in-service training of those Aides who evidence interest in developing teaching careers and who wish to obtain certification as assistant teachers, etc. He will be in charge of patterning their field experiences and training in accordance with the course requirements of Montclair State College and Newark State College. The Clinical Professor may also supervise a group of education majors at Montclair and Newark State Colleges who are based in the two Project schools as their field placement. He will be the person mainly responsible for administrative coordination between the Demonstration and the college to which he is attached.

Conclusion

The proposal is based on the assumption that the teacher is the key to the revolution in education. It therefore attempts to provide assistance to the teacher in relation to his perceived needs -- manpower assistance in the classroom and new approaches and techniques for teaching. The plan proposes to use non-professional Aides on a large-scale basis in the school and in after-school programs. This will provide the assistance to the teacher to enable him to have the freedom and inclination to explore an array of techniques and materials believed to be especially appropriate for developing the strengths of disadvantaged youngsters, but applicable to all children. The teacher will be encouraged to select from a variety of approaches those that best suit his own style and interests.

Large-scale improvements in the learning of disadvantaged youngsters have not been achieved in the past largely because most of the previous ("compensatory") programs accepted deficits; moreover, the approaches employed were frequently isolated and unrelated to each other. The present Program treats deficits, but it does so through an emphasis on the building of strengths first. It endeavors, in an integrated fashion, to overcome deficits through the use of positives.